

**Syllabus - Fall 2007**

**Tuesday, 7:30-9:30 PM**

**UW Madison Room 218 Educational Sciences and Audio Conferencing Statewide**

ELPA 730: Program Development in Continuing Education

(call number: 22816)

Department of Educational Leadership and Policy Analysis

School of Education

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## ELPA 730 Syllabus Overview of Contents

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## **Program Development Course Objectives**

As a result of participation in this course, you should be better able:

1. to list some additional program development concepts and practices that you want to use when planning and conducting educational programs for adults.
2. to identify some writings on continuing education program development that you discovered during the course and want to read further in the coming months.
3. to discover some additional sources of ideas for new continuing education programs.
4. to recognize promising ways to help teachers of adults and other resource persons increase their effectiveness.
5. to compare and contrast program development approaches and practices in several continuing education agency settings, and to recognize some that you might adapt for your use.
6. and in some instances to identify a promising research or evaluation question related to continuing education program development.

### **Course Schedule and Basic Readings**

Dates	Sessions/Questions/Readings
09/04/07	<p><b>A. Overview of course</b></p> <p>Program Development Roles</p> <p>Introduction of Participants</p> <p>Discussion of Format</p> <p>Analysis of Program Example</p> <p>Program Development Setting and Concepts</p> <p>Background Readings (E reserves) :</p> <p>Cervero, Wilson (1994) pp. 25-32;</p> <p>Havelock (1969) pp. 1-44; Houle (1992) pp. 273-277; Houle (1996) pp. 41-73; Knox (1993) pp. 1-30, 470-498; Merriam, Brockett (1997) pp. 129-159; Peters, Jarvis (1991) pp. 221-232; Wise, Glowacki-Dudka (2004) pp. 7-28, 87-90.</p>
09/11/07	<p><b>B. Needs</b></p> <ul style="list-style-type: none"> <li>• What are the main purposes and procedures of needs assessment?</li> <li>• How do needs assessment relate to</li> </ul>

	<p>other components of program development in actual practice?</p> <p>Text: Caffarella (2002) Ch. 1,2,3,6</p> <p>E-reserves: Aslanian , Brickell (1980) pp. 107-132; Guy (1999) pp. 5-18, 93-98; Queeney (1995) pp. 1-59; Wlodkowsky (1985), pp. 254-257</p> <p>Supplementary: Darkenwald (1994), Darkenwald , Knox (1984), Heffernan (1981), Kasworm (1983), Kegan (1994), Knox (1979b), Ross-Gordon, Martin, Briscoe (1990), Okun (1982).</p>
<p>9/18/07</p>	<p><b>C. Setting</b></p> <ul style="list-style-type: none"> <li>• How do contextual influences relate to participation, resources and relations among providers?</li> <li>• What are major relations between individual growth and organizational expectations?</li> </ul> <p>TEXT: Cafferella (2002) Ch. 4, 5.</p> <p>E-reserves: Alfred (2002) pp. 89-95, Green; Grosswald, Suter, Walthall (1984) pp. 381-421; Rowden (1996)</p>

	<p>pp. 13-19; Schein (1985) pp. 1-9;  Votruba (1981) pp. 1-28</p> <p>Supplementary: Baden (1987), Beder (1984), Boyle (1981); Marsick (1988) pp. 97-106; Schein (1985); Wenger (1998)</p>
09/25/07	<p><b>D. Objectives</b> (Curt Olson guest instructor)</p> <ul style="list-style-type: none"> <li>• Why is it important to formalize the objective setting process?</li> <li>• What are guidelines for stakeholder contributions to objective setting?</li> </ul> <p>TEXT: Caffarella (2002) Ch. 7, 8.</p> <p>E-reserves: Boyte (2004) pp. 77-112;  Cervero, Wilson (1994) pp. 35-61  Cranton (1997) pp. 5-12; Houle (1980) pp. 34-75; Knox (1993) pp. 470-498;  Mezirow and Assoc (1990) pp. 354-376; Mott, Daley (2000) pp. 3-22;  Quigley (1997) pp. 103-136; Tisdell (2003) pp. 25-43</p> <p>Supplementary: Apps (1994), Cervero (1988), Friere (1998), Marsick (1988),</p>

	Knox (1974), Knox (1989a), Watkins, Marsick (1993)
10/2/07	<p><b>E. Activities</b></p> <ul style="list-style-type: none"> <li>• What are major features of various types of teaching/learning activities?</li> <li>• What are guidelines for selection and organization of activities, and increasing impact?</li> </ul> <p>TEXT: Cafferella (2002) Ch. 9, 10, 13  E-reserves: Boud, Garrick (1999) pp. 1-11; Galbraith (2004) pp. 3-21, 181-192; Guskey, Huberman (1995) pp. 114-131; Musselwhite (2003) pp. 55-74; Stein, Imel (2002) pp. 27-39, 93-97  Supplementary: Bates, Poole (2003), Fleming (1997), Johnson (1965), Quigley, Kuhne (1997), Rowden (1996), Simpson; Kasworm (1990), Sissel (1996).</p>
10/09/07	<p><b>F. Evaluation</b></p> <ul style="list-style-type: none"> <li>• What is the rationale for evaluation for planning, improvement, and</li> </ul>

	<p>accountability?</p> <ul style="list-style-type: none"> <li>• What are strategies for various evaluation strategies and use of conclusions?</li> </ul> <p>TEXT: Caffarella (2002) Ch. 11</p> <p>E-reserves: Knox (2002) pp. 3-39, 297-309; Patton (1986) pp. 330-339</p> <p>Supplementary: Deshler (1984), Knox (1979c), Knox and Associates (1980) Ch. 4; Taylor-Powell, Rossing, Geran (1998)</p>
10/16/07	<p><b>G. Marketing</b></p> <ul style="list-style-type: none"> <li>• What is the essence of a mutually beneficial exchange among stakeholders?</li> <li>• What are the ingredients of a marketing mix?</li> </ul> <p>TEXT: Caffarella (2002) Ch. 12, 14, 15</p> <p>E-reserves: Buskey (1981) pp. 5-17, 41-53; Cervero, Wilson (1994) pp. 1-5; Di Silvestro (1981) pp. 1-5, 103-108; Simerly (1989) pp. 445-451</p> <p>Supplementary: Baden (1987), Beder</p>

	(1984), Heffernan (1981).
10/23/07	<p><b>H. Program Development Case</b></p> <p>Example</p> <p>(Sessions I-N are for discussion and analysis of program development cases prepared by participants.)</p>
10/30/07	I.
11/06/07	J.
11/13/07	K.
11/20/07	L.
11/27/07	M.
12/04/07	N.
12/11/07	<p><b>O. Program Development Issues and Directions</b></p> <ul style="list-style-type: none"> <li>• Which issues do you consider most important?</li> <li>• What are desirable future directions?</li> </ul> <p>E-reserves: Brockett(1987) pp. 3-13, 93-96; Brockett and Hiemstra (2004) pp. 13-31, 52-59, 113-120; Galbraith, Sisco (1992) pp. 5-13, 139-142</p>

	Supplementary: Boone, Safrit, Jones (2002) Mezirow (1990)
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**Participant Discussion Cases**

During the sessions I-N, the emphasis is on application of program development concepts and procedures to planning and conducting adult and continuing education programs in specific settings. For this purpose, course participants are expected to prepare a brief discussion case on an aspect of program development, for discussion and analysis during part of a class session.

**Course Projects and Papers**

In the interests of individualization and application, participants should select and conduct two projects/papers. These self-directed study projects are intended to encourage and provide assistance with projects designed to explore application of course related concepts and readings. The first project is focused on critique of writing and practice related to the six course units/components. The second project is focused on inquiry related to program development practice.

For the critique paper, each course participant is expected to select an aspect of continuing education program development for in-depth reading, analysis and critique. The selected aspect may correspond with one of the six course units (Needs, Setting, Objectives, Activities, Evaluation, Marketing) or it may intersect (such as use of planning committees, or issues in program development).

Having selected an aspect on which to focus, each participant should plan and complete a self-directed study project and critique on that aspect. The extent of effort should be about one quarter of that devoted to the total course, and this could be reflected in the scope and depth of the project. Project activities can include readings and interviews with practitioners and scholars.

Before our 09/25 session each participant should submit a less than one-page project plan (or learning agreement). This can be modified as the course proceeds. The plan should indicate

the topic and nature of the proposed product of the self-study project, such as a bibliographic essay, or critique of a program development procedure. The critique is due by session H on 10/23.

For the case/inquiry paper, each participant is encouraged to select an actual or hypothetical case situation in which program development decisions are central for a viewpoint character. The case description should also refer to people in related roles and other influences on program planning and implementation. Before our 10/16 session, submit a less than one page plan, which can be modified as the course procedures. This plan will enable the instructor to suggest pertinent ideas and resources.

Preparation of this case/inquiry can contribute to the case discussion during sessions I-N. Class discussion can enrich the case paper. The process of inquiry research, and evaluation can contribute to the preparation of the paper, and can be illustrated in strategies that the viewpoint character employs. The case paper is due by session N or 12/04/07.

## **Arrangements**

The syllabus refers to three categories of readings for this course (TEXT, E-reserves, and supplementary). The basic readings for each weekly session (B-H and O) are from the TEXT to be purchased and the E-reserve excerpts to be read or download from Learn@UW. The supplementary listing of publications on the course bibliography are provided as suggestions for participants who choose a component of program development on which to focus for one of the course reports.

The TEXT is Caffarella, Planning Programs for Adult Learners (2002). (Cost is \$38)

Each week participants submit a briefly weekly progress report through threaded discussion in Learn@UW <<http://learnuw.wisc.edu>> This allows all participants to follow individual comments on noteworthy concepts from the readings and suggested topics for discussion during the Tuesday evening synchronous session. These weekly progress reports are due by Monday noon, and they will be reflected in the draft AGENDA for the Tuesday 7:30-9:30 session and

posted on the same weekly threaded discussion section of Learn@UW for ELPA 730. For reports only to the instructor, Email to [knox@education.wisc.edu](mailto:knox@education.wisc.edu) with ELPA 730 on subject line. Each participant is encouraged to talk with participants and scholars in preparation of the two course reports, and course topic generally. Although each participant typically makes such arrangements, contact the instructor for assistance and suggestions.

The text can be purchased from a local or online bookstore, or from University Bookstore Madison. Madison customers can pick up copies that are on hand at State Street (Library Mall). Any students can order the textbook from their website < [text.uwbookstore.com/home.aspx](http://text.uwbookstore.com/home.aspx) >. Ask to have Caffarella (2002) shipped to you by giving them your credit card number. (A \$5.00 shipping and handling fee will be charged.)

## **Location**

There are three options for participation in the Tuesday 7:30-9:30 PM session. Any participants can meet in room 218, Educational Sciences, UW, 1025 W. Johnson (between Mills and Brooks), Madison. Participants can take part through audioconferencing (phone) from anywhere in Wisconsin. Two or more can arrange to participate together at a WISLINE audioconferencing site. For students who do not attend the Tuesday session in Room 218 Educational Sciences (1025 W. Johnson Street, Madison), you can phone in (toll free) from any location in Wisconsin. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: < [http://uwex.edu/ics/wisline/public\\_sites.cfm](http://uwex.edu/ics/wisline/public_sites.cfm) >. Check before to be sure they are available in the evening. Participants traveling outside Wisconsin can also call in from any phone with the charges on their long distance phone bill.

## **Sending Survey/Reports**

There are five types of reports to be submitted through Learn@UW. They are: (A) an initial survey of background and expectations at the beginning of the semester, (B) a periodic survey around mid-semester, (C) an end of course ELPA evaluation form, (D) a critique report about mid semester, (E) an inquiry case report at the end of the semester, and (F) weekly progress reports. Item (G) is the six criteria for assessment of the critique report D, and the Inquiry report E.

A. Initial Survey - Before or soon after start of semester (student responses) email address, phone number

1. Contact information (Name, Student Number, email address, phone number)

2. Indicate the extent and type of education and experience that provides preparation for 730.            1 (low)    2            3            4(high)

Comments and examples:

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3. List your main expectations and objectives that you hope to achieve in 730:

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B. Periodic Survey – student feedback during course (1 or 2 times)

	Low			High
1. Syllabus and plan				
Comments: _____	1	2	3	4
2. Text, readings				
Comments: _____	1	2	3	4
3. Importance of course content				
Comments: _____	1	2	3	4
4. Student interaction, discussion				
Comments: _____	1	2	3	4
5. Opportunities for active learning				
Comments: _____	1	2	3	4
6. Instructor contributions				
Comments: _____	1	2	3	4
7. Instructional technology				
Comments: _____	1	2	3	4
8. General value and benefits				
Comments: _____	1	2	3	4
9. Most beneficial aspects				
Comments: _____				
10. Could be strengthened				
Comments: _____				

C. Electronic Version of ELPA Course Evaluation Form

D. CRITIQUE

- a. Purpose- To critique writings or practice related to one of the course units/components beyond readings specified in the ELPA 730 syllabus.
- b. Due by Session H on 10/23.
- c. Report in the following parts:
  1. Reflections and critique of up to 500 words focused on selected comments regarding the component and your views on importance, agreement, disagreement, and implications.
  2. Summary of up to 250 words suitable to distribute to others such as students and resource persons
- d. Aspects to guide report and assessment
  1. Selection of a few important and relevant themes related to program development component.
  2. Reference in critique to course related concepts and readings.
  3. Reflection on major implications for practice or research
- e. One quarter of course grade

E. INQUIRY

- a. Purpose – To conduct and report on a focused and relevant inquiry case project (research or evaluation)
- b. Due – Next to last course session N (12/04/07)
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as

the following.

1. Executive Summary
2. Introduction to the purpose and importance of the inquiry
3. Rationale for inquiry based on preliminary review of major recent pertinent writings
4. Proposed methods and procedures for collecting and analyzing data
5. Discussion of likely major findings and conclusions, and discussion related to rationale.
6. References

d. Aspects to guide report and assessment

1. Clear statement of inquiry case question purpose and topic
2. Justification of importance of inquiry to address case situation
3. Identification of major relevant writings
4. Indication of relations among concepts in rationale that can help explain topic, and guide decision making.
5. Proposed use of inquiry methods appropriate for purpose and topic.
6. Presentation of potential findings, conclusions and implications.

e. Half of course grade

F. PROGRESS REPORTS – Submit by Monday noon before discussion for each unit and class session a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implication, and especially questions for Tuesday evening class discussion. All of the reports together, constitute ten percent of course grade. These progress reports can

contribute to the two course reports, the summaries of which can contribute to a total course portfolio.

A. The following guidelines for netiquette in online learning may be useful

[http://academic.son.wisc.edu/wistrec/archive/general\\_info/general\\_info.html](http://academic.son.wisc.edu/wistrec/archive/general_info/general_info.html)

### **Netiquette**

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

#### **For the Learning Environment**

- Use proper language. One educator suggests that you speak as though your grandmother were in the room.
- No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.
- Challenge ideas, not people.
- Keep postings to no more than two screens. People get lost and tired if they are too long.
- DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.
- Don't worry too much about typing errors and spelling, as long as you can be understood.
- Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :( There are others which you will learn along the way. Some common abbreviations are:

lol = laughing out loud  
rofl = rolling on floor laughing  
LTNS = Long Time No See  
IMHO = In My Humble Opinion  
BTW = By The Way

For a list of emoticons visit: <http://www.albion.com/netiquette/book/0963702513p59.html>

#### **General Internet Rules of Behavior**

There is a book on [Netiquette](#) which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

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MUSEUM EDUCATORS INSTITUTE

Participants: Museum educators with 1-20 years of experience, who were selected on the basis of a detailed application form, recommendation by museum directors, and proposal for a practicum project.

Readings: Sent several weeks before, additional at Institute

One Week Institute

<u>Day</u>	<u>Time</u>	<u>Activity</u>
1	Afternoon Evening	Welcome and orientation to objectives and plan, followed by introductions Strategies for improving museum education (proficiencies, strategies, practicum)
2	8:30 10:30 2:00 4:00 8:00	Development theories (young people) Development and learning of children Film Sub-groups – applications Examples of responsive programs and materials
3	8:30 2:00 4:00 8:00	Adult development and learning Examples of responsive programs and materials Sub –group meetings Introduction to teaching techniques and learning activities
4	8:30 10:30 2:00 4:00 8:00	Introduction to micro-computers Video Disk Using technology in museums Hands on experience with equipment Setting objectives based on learner needs and museum resources
5	8:30 10:30 2:00 4:00 8:00	Evaluation of visitor needs Formative evaluation Summative evaluation Sub-group meetings Application of evaluation techniques
6	8:30 10:30 2:00 4:00 5:00	Introduction to strategic planning Working with staff and volunteers Individual consultation Implications for practicum projects Adjournment

Two month practicum project in participant's museum's.  
(One day progress review mid-way)

Weekend concluding session to review progress on practicum projects and discuss further steps.

External evaluator